

Qualification Pack



Retail Departmental Manager

QP Code: RAS/Q0106

Version: 2.0

NSQF Level: 5

Retailers Association's Skill Council of India || 703-704 Sagar Tech Plaza - A, Andheri-Kurla Road,
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RAS/Q0106: Retail Departmental Manager

Brief Job Description

Individuals in this position should be able to build/manage a store operations team and also possess a good understanding of customer segments and their product and brand preferences, competition and sales techniques and incentives that effect incremental customer purchases.

Personal Attributes

The individual needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal, listening skills, people management and business planning ability.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [RAS/N0122: To help maintain health and safety](#)
2. [RAS/N0131: To allocate and check work in your team](#)
3. [RAS/N0137: To work effectively in a retail team](#)
4. [RAS/N0138: To work effectively in an organisation](#)
5. [RAS/N0139: To plan visual merchandising](#)
6. [RAS/N0140: To establish and satisfy customer needs](#)
7. [RAS/N0141: To monitor and manage store performance](#)
8. [RAS/N0142: To provide leadership for your team](#)
9. [RAS/N0143: To build and manage store team](#)
10. [RAS/N0144: To develop individual retail service opportunities](#)
11. [RAS/N0145: To communicate effectively with stakeholders](#)
12. [RAS/N0151: To manage a budget](#)

Qualification Pack (QP) Parameters

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| | |
|---|---|
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| Country | India |
| NSQF Level | 5 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/1221.0200 |
| Minimum Educational Qualification & Experience | 12th Class/I.T.I (after 10th standard) with 1 Year of experience as Retail Team Leader OR 12th Class/I.T.I (After 10th Standard) with 2 Years of experience 2 years of experience at supervisory level in Store Operations/ Sales |
| Minimum Level of Education for Training in School | |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| Deactivation Date | 25/11/2024 |
| NSQC Approval Date | 25/11/2021 |
| Version | 2.0 |
| Reference code on NQR | 2021/RET/RASCI/04925 |
| NQR Version | 1 |

Qualification Pack

RAS/N0122: To help maintain health and safety

Description

This OS describes the skills and knowledge required to help maintain health and safety

Scope

The scope covers the following :

- Deal with accidents and emergencies
- Help to reduce health and safety risks

Elements and Performance Criteria

Deal with accidents and emergencies

To be competent, the user/individual on the job must be able to:

- PC1. follow company procedures and legal requirements for dealing with accidents and emergencies
- PC2. speak and behave in a calm way while dealing with accidents and emergencies.
- PC3. report accidents and emergencies promptly, accurately and to the right person
- PC4. recognize when evacuation procedures have been started and follow company procedures for evacuation

Help to reduce health and safety risks

To be competent, the user/individual on the job must be able to:

- PC5. follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same
- PC6. promptly take the approved action to deal with risks if he/she is authorised to do so
- PC7. report risks promptly to the right person, if he/she does not have the authority
- PC8. use equipment and materials in line with the manufacturers instructions

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. company procedures and legal requirements for dealing with accidents and emergencies
- KU2. how to report accidents and emergencies to promote health and safety
- KU3. legal and company requirements for reporting accidents and emergencies
- KU4. company procedures for evacuation, including how the alarm is raised and where emergency exits and assembly points are
- KU5. health and safety requirements laid down by the company and by law
- KU6. setting a good example contributing to health and safety in the workplace
- KU7. authority and responsibility for dealing with health and safety risks, and the importance of not taking on more responsibility than he/she is authorised to

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- KU8. approved procedures for dealing with health and safety risks
- KU9. how to find instructions for using equipment and materials
- KU10. techniques for speaking and behaving in a calm way while dealing with accidents and emergencies
- KU11. emergency response techniques
- KU12. using machinery and escape methods to have minimal loss to material and life

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately
- GS2. write simple reports when required
- GS3. read information accurately
- GS4. read and interpret data sheets
- GS5. follow instructions accurately
- GS6. use gestures or simple words to communicate where language barriers exist
- GS7. use questioning to minimise misunderstandings
- GS8. display courteous and helpful behaviour at all times
- GS9. make appropriate decisions regarding the responsibilities of the job role
- GS10. plan and schedule routines
- GS11. build relationships with internal and external customers
- GS12. respond to breakdowns and malfunction of equipment
- GS13. respond to unsafe and hazardous working conditions
- GS14. respond to security breaches

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Deal with accidents and emergencies</i> | 22.5 | 22.5 | - | - |
| PC1. follow company procedures and legal requirements for dealing with accidents and emergencies | 5 | 5 | - | - |
| PC2. speak and behave in a calm way while dealing with accidents and emergencies. | 5 | 5 | - | - |
| PC3. report accidents and emergencies promptly, accurately and to the right person | 7.5 | 7.5 | - | - |
| PC4. recognize when evacuation procedures have been started and follow company procedures for evacuation | 5 | 5 | - | - |
| <i>Help to reduce health and safety risks</i> | 27.5 | 27.5 | - | - |
| PC5. follow the health and safety requirements laid down by the company and by law, and encourage colleagues to do the same | 7.5 | 7.5 | - | - |
| PC6. promptly take the approved action to deal with risks if he/she is authorised to do so | 5 | 5 | - | - |
| PC7. report risks promptly to the right person, if he/she does not have the authority | 7.5 | 7.5 | - | - |
| PC8. use equipment and materials in line with the manufacturers instructions | 7.5 | 7.5 | - | - |
| NOS Total | 50 | 50 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|---------------------|------------------------------------|
| NOS Code | RAS/N0122 |
| NOS Name | To help maintain health and safety |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 3 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0131: To allocate and check work in your team

Description

This OS describes how to ensure that the work required of your team is effectively and fairly allocated amongst team members.

Scope

The scope covers the following :

- Allocate and check work in your team

Elements and Performance Criteria

Allocate and check work in your team

To be competent, the user/individual on the job must be able to:

- PC1. use information collected on the performance of team members in any formal appraisal of performance.
- PC2. recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.
- PC3. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
- PC4. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- PC5. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- PC6. support team members in identifying and dealing with problems and unforeseen events.
- PC7. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- PC8. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
- PC9. recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity.
- PC10. brief team members on the work they have been allocated and the standard or level of expected performance.
- PC11. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
- PC12. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
- PC13. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. different ways of communicating effectively with members of a team.
- KU2. the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- KU3. how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- KU4. why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.
- KU5. the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.
- KU6. ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
- KU7. effective ways of regularly and fairly checking the progress and quality of the work of team members.
- KU8. how to provide prompt and constructive feedback to team members.
- KU9. the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.
- KU10. why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- KU11. how to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.
- KU12. why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.
- KU13. the type of problems and unforeseen events that may occur and how to support team members in dealing with them.
- KU14. how to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- KU15. how to identify sustainable resources and ensure their effective use when planning the work of a team.
- KU16. how to identify and take due account of health and safety issues in the planning, allocation and checking of work.
- KU17. how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.
- KU18. how to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

Generic Skills (GS)

User/individual on the job needs to know how to:

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- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.
- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members.
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Allocate and check work in your team</i> | 50 | 50 | - | - |
| PC1. use information collected on the performance of team members in any formal appraisal of performance. | 5 | 5 | - | - |
| PC2. recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager. | 5 | 5 | - | - |
| PC3. identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members. | 2.5 | 2.5 | - | - |
| PC4. monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. | 2.5 | 2.5 | - | - |
| PC5. motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. | 5 | 5 | - | - |
| PC6. support team members in identifying and dealing with problems and unforeseen events. | 2.5 | 2.5 | - | - |
| PC7. check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. | 5 | 5 | - | - |
| PC8. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated. | 5 | 5 | - | - |
| PC9. recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity. | 2.5 | 2.5 | - | - |
| PC10. brief team members on the work they have been allocated and the standard or level of expected performance. | 5 | 5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC11. allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development. | 2.5 | 2.5 | - | - |
| PC12. plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources. | 2.5 | 2.5 | - | - |
| PC13. confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues. | 5 | 5 | - | - |
| NOS Total | 50 | 50 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | RAS/N0131 |
| NOS Name | To allocate and check work in your team |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0137: To work effectively in a retail team

Description

This OS describes the skills and knowledge required to work effectively within and with teams across a Retail environment

Scope

The scope covers the following :

- Support the work team
- Maintain personal presentation
- Develop effective work habits
- Review changes that promote continuous improvement in customer service

Elements and Performance Criteria

Support the work team

To be competent, the user/individual on the job must be able to:

- PC1. display courteous and helpful behaviour at all times
- PC2. take opportunities to enhance the level of assistance offered to colleagues
- PC3. meet all reasonable requests for assistance within acceptable workplace timeframes
- PC4. complete allocated tasks as required
- PC5. seek assistance when difficulties arise
- PC6. use questioning techniques to clarify instructions or responsibilities
- PC7. identify and display a non discriminatory attitude in all contacts with customers and other staff members

Maintain personal presentation

To be competent, the user/individual on the job must be able to:

- PC8. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact
- PC9. follow personal hygiene procedures according to organisational policy and relevant legislation

Develop effective work habits

To be competent, the user/individual on the job must be able to:

- PC10. interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task

Review changes that promote continuous improvement in customer service

To be competent, the user/individual on the job must be able to:

- PC11. interpret, confirm and act on legal requirements in regard to anti- discrimination, sexual harassment and bullying
- PC12. ask questions to seek and clarify workplace information
- PC13. plan and organise daily work routine within the scope of the job role

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PC14. prioritise and complete tasks according to required timeframes

PC15. identify work and personal priorities and achieve a balance between competing priorities

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the policies and procedures relating to the job role

KU2. the value system of the organisation

KU3. employee rights and obligations

KU4. the reporting hierarchy and escalation matrix

KU5. ask questions to identify and confirm requirements

KU6. follow routine instructions through clear and direct communication

KU7. use language and concepts appropriate to cultural differences

KU8. use and interpret non-verbal communication

KU9. the scope of information or materials required within the parameters of the job role

KU10. the consequences of poor team participation on job outcomes

KU11. work health and safety requirements

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. complete workplace documentation accurately

GS2. read and interpret workplace documentation

GS3. read and interpret organisational policies and procedures

GS4. follow instructions accurately

GS5. use gestures or simple words to communicate where language barriers exist

GS6. use questioning to minimise misunderstandings

GS7. display courteous and helpful behaviour at all times

GS8. plan and schedule time personal management

GS9. build relationships with internal and external team members

GS10. respond to ambiguity in directions and instructions

GS11. respond to breakdown in relationships within the team

GS12. respond to breakdowns in communications with other teams

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Support the work team</i> | 22.5 | 22.5 | - | - |
| PC1. display courteous and helpful behaviour at all times | 5 | 5 | - | - |
| PC2. take opportunities to enhance the level of assistance offered to colleagues | 2.5 | 2.5 | - | - |
| PC3. meet all reasonable requests for assistance within acceptable workplace timeframes | 2.5 | 2.5 | - | - |
| PC4. complete allocated tasks as required | 2.5 | 2.5 | - | - |
| PC5. seek assistance when difficulties arise | 2.5 | 2.5 | - | - |
| PC6. use questioning techniques to clarify instructions or responsibilities | 5 | 5 | - | - |
| PC7. identify and display a non discriminatory attitude in all contacts with customers and other staff members | 2.5 | 2.5 | - | - |
| <i>Maintain personal presentation</i> | 5 | 5 | - | - |
| PC8. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact | 2.5 | 2.5 | - | - |
| PC9. follow personal hygiene procedures according to organisational policy and relevant legislation | 2.5 | 2.5 | - | - |
| <i>Develop effective work habits</i> | 5 | 5 | - | - |
| PC10. interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task | 5 | 5 | - | - |
| <i>Review changes that promote continuous improvement in customer service</i> | 17.5 | 17.5 | - | - |
| PC11. interpret, confirm and act on legal requirements in regard to anti- discrimination, sexual harassment and bullying | 2.5 | 2.5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC12. ask questions to seek and clarify workplace information | 5 | 5 | - | - |
| PC13. plan and organise daily work routine within the scope of the job role | 5 | 5 | - | - |
| PC14. prioritise and complete tasks according to required timeframes | 2.5 | 2.5 | - | - |
| PC15. identify work and personal priorities and achieve a balance between competing priorities | 2.5 | 2.5 | - | - |
| NOS Total | 50 | 50 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--------------------------------------|
| NOS Code | RAS/N0137 |
| NOS Name | To work effectively in a retail team |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 3 |
| Credits | TBD |
| Version | 3.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0138: To work effectively in an organisation

Description

This OS describes the skills and knowledge required to work effectively in an organisation

Scope

The scope covers the following :

- Support effective team working
- Help plan and organise own learning
- Help others learn

Elements and Performance Criteria

Support effective team working

To be competent, the user/individual on the job must be able to:

- PC1. share work fairly with colleagues, taking account of own and others preferences, skills and time available
- PC2. make realistic commitments to colleagues and do what has been promised
- PC3. let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives
- PC4. encourage and support colleagues when working conditions are difficult
- PC5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect
- PC6. follow the companys health and safety procedures while working

Help plan and organise own learning

To be competent, the user/individual on the job must be able to:

- PC7. discuss and agree with the right people goals that are relevant, realistic and clear
- PC8. identify the knowledge and skills needed to achieve his/her goals
- PC9. agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning
- PC10. regularly check his/her progress and, when necessary, change the way of working
- PC11. ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance

Help others learn

To be competent, the user/individual on the job must be able to:

- PC12. encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide
- PC13. notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice
- PC14. give clear, accurate and relevant information and advice relating to tasks and procedures
- PC15. explain and demonstrate procedures clearly, accurately and in a logical sequence

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PC16. encourage colleagues to ask questions if they don't understand the information and advice given to them

PC17. give colleagues opportunities to practice new skills, and give constructive feedback

PC18. check that health, safety and security are not compromised when helping others to learn

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. team's purpose, aims and targets

KU2. responsibility for contributing to the team's success

KU3. colleagues' roles and main responsibilities

KU4. the importance of sharing work fairly with colleagues

KU5. the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload

KU6. the importance of being a reliable team member

KU7. factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control

KU8. the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues

KU9. the importance of good working relations, and techniques for removing tension between colleagues

KU10. the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues

KU11. who can help set goals, help plan your learning, and give you feedback about your progress

KU12. how to identify the knowledge and skills he/she will need to achieve his/her goals

KU13. how to check his/her progress

KU14. how to adjust plans as needed to meet goals

KU15. how to ask for feedback on progress

KU16. how to respond positively

KU17. how to help others to learn in the workplace

KU18. how to work out what skills and knowledge he/she can usefully share with others

KU19. health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. complete documentation accurately

GS2. write simple reports when required

GS3. read information accurately

GS4. read and interpret data sheets

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- GS5. follow instructions accurately
- GS6. use gestures or simple words to communicate where language barriers exist
- GS7. use questioning to minimise misunderstandings
- GS8. display courteous and helpful behaviour at all times
- GS9. make appropriate decisions regarding the responsibilities of the job role
- GS10. plan and schedule routines
- GS11. build relationships with internal and external customers
- GS12. respond to breakdowns and malfunction of equipment
- GS13. respond to unsafe and hazardous working conditions
- GS14. respond to security breaches

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Support effective team working</i> | 15 | 15 | - | - |
| PC1. share work fairly with colleagues, taking account of own and others preferences, skills and time available | 2.5 | 2.5 | - | - |
| PC2. make realistic commitments to colleagues and do what has been promised | 2.5 | 2.5 | - | - |
| PC3. let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives | 2.5 | 2.5 | - | - |
| PC4. encourage and support colleagues when working conditions are difficult | 2.5 | 2.5 | - | - |
| PC5. encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect | 2.5 | 2.5 | - | - |
| PC6. follow the companys health and safety procedures while working | 2.5 | 2.5 | - | - |
| <i>Help plan and organise own learning</i> | 12.5 | 12.5 | - | - |
| PC7. discuss and agree with the right people goals that are relevant, realistic and clear | 2.5 | 2.5 | - | - |
| PC8. identify the knowledge and skills needed to achieve his/her goals | 2.5 | 2.5 | - | - |
| PC9. agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning | 2.5 | 2.5 | - | - |
| PC10. regularly check his/her progress and, when necessary, change the way of working | 2.5 | 2.5 | - | - |
| PC11. ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance | 2.5 | 2.5 | - | - |
| <i>Help others learn</i> | 22.5 | 22.5 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC12. encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide | 2.5 | 2.5 | - | - |
| PC13. notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice | 2.5 | 2.5 | - | - |
| PC14. give clear, accurate and relevant information and advice relating to tasks and procedures | 5 | 5 | - | - |
| PC15. explain and demonstrate procedures clearly, accurately and in a logical sequence | 2.5 | 2.5 | - | - |
| PC16. encourage colleagues to ask questions if they dont understand the information and advice given to them | 2.5 | 2.5 | - | - |
| PC17. give colleagues opportunities to practice new skills, and give constructive feedback | 2.5 | 2.5 | - | - |
| PC18. check that health, safety and security are not compromised when helping others to learn | 5 | 5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | RAS/N0138 |
| NOS Name | To work effectively in an organisation |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 3 |
| Credits | TBD |
| Version | 4.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0139: To plan visual merchandising

Description

This National Occupational Standards unit is about planning and preparing visual merchandising displays within the store / business guidelines.

Scope

The scope covers the following :

- Interpret design briefs for retail displays
- Get hold of merchandise and props to be featured in retail displays

Elements and Performance Criteria

Interpret design briefs for retail displays

To be competent, the user/individual on the job must be able to:

- PC1. identify the purpose, content and style of the display.
- PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it.
- PC3. evaluate whether the place to put the display is likely to fulfil the design brief.
- PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority.

Get hold of merchandise and props to be featured in retail displays

To be competent, the user/individual on the job must be able to:

- PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention.
- PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person.
- PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed.
- PC8. check the progress of deliveries and take suitable action if delays seem likely.
- PC9. update stock records to account for merchandise on display.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. role of displays in marketing, promotional and sales campaigns and activities.
- KU2. importance and content of the design brief.
- KU3. the company policies for visual design.
- KU4. the role of displays in marketing, promotional and sales campaigns and activities.
- KU5. how to use the design brief to identify what you need for the display.

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- KU6. the merchandiser or buyer who needs to be consulted about merchandise and props.
- KU7. how stock records must be updated to account for merchandise on display.
- KU8. how to use the design brief to identify what you need for the display
- KU9. different approaches to designing displays for different types of merchandise, and why these are effective
- KU10. how to evaluate the potential places to put the display so you meet the design brief
- KU11. how to use the design brief to identify what you need for the display
- KU12. different approaches to designing displays for different types of merchandise, and why these are effective
- KU13. how light, colour, texture, shape and dimension combine to achieve the effects you need
- KU14. how to assess the potential of places to put displays to meet the design brief
- KU15. how to arrange delivery of merchandise and monitor the progress of deliveries

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately
- GS4. read and interpret data sheets
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values
- GS6. carry out verbal instructions from other team members and supervisors
- GS7. read and interpret simple workplace documents
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures
- GS11. follow store policies regarding work availability, rosters and work duties
- GS12. work within the store culture by practicing inclusive behaviour
- GS13. manage personal presentation, hygiene and time
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others
- GS16. adapt to new situations, including changing workplace procedures
- GS17. demonstrate sensitivity to customer needs and concerns
- GS18. anticipate problems and act to avoid them where possible
- GS19. respond to breakdowns and malfunction of equipment

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- GS20. respond to unsafe and hazardous working conditions
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Interpret design briefs for retail displays</i> | 22.5 | 22.5 | - | - |
| PC1. identify the purpose, content and style of the display. | 5 | 5 | - | - |
| PC2. identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. | 5 | 5 | - | - |
| PC3. evaluate whether the place to put the display is likely to fulfil the design brief. | 5 | 5 | - | - |
| PC4. create new and effective ways of improving the visual effect, within his/her limits of design brief, companys visual design policies and authority. | 7.5 | 7.5 | - | - |
| <i>Get hold of merchandise and props to be featured in retail displays</i> | 27.5 | 27.5 | - | - |
| PC5. confirm that the features of merchandise and props shown in the design brief are those most likely to attract customers attention. | 5 | 5 | - | - |
| PC6. identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person. | 7.5 | 7.5 | - | - |
| PC7. verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveries to arrive before display must be installed. | 5 | 5 | - | - |
| PC8. check the progress of deliveries and take suitable action if delays seem likely. | 5 | 5 | - | - |
| PC9. update stock records to account for merchandise on display. | 5 | 5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------|------------------------------|
| NOS Code | RAS/N0139 |
| NOS Name | To plan visual merchandising |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0140: To establish and satisfy customer needs

Description

This OS describes standards for the establishing and satisfying of customer needs in a retail scenario.

Scope

The scope covers the following :

- Establish customer needs
- Satisfy customer needs

Elements and Performance Criteria

Establish customer needs

To be competent, the user/individual on the job must be able to:

- PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store.
- PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary.
- PC3. help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed.
- PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections.

Satisfy customer needs

To be competent, the user/individual on the job must be able to:

- PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice.
- PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions.
- PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases.
- PC8. advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision.
- PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas.
- PC10. ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1. appropriate behaviour with customers in a retail environment and the assistedselfserve nature of the store environment
- KU2. measurement and calibration of the quantity and quality of product and supplies the customer wants
- KU3. make nearappropriate judgments about different types of customers, their requirements, choices and preferences
- KU4. help select the most appropriate products and supplies based on the knowledge of such judgments
- KU5. provide logical, intelligent or creative suggestions as warranted or solicited about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling aninformed choice / decision for the customer
- KU6. suggest alternative products and supplies when products the customer wants are out of stock
- KU7. suggest suitable products and supplies when the customer is undecided
- KU8. relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase
- KU9. individual preferences, choices and opinions of customers through proper attention, listening and conversing
- KU10. preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store
- KU11. provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited
- KU12. utilize a variety of sales techniques, as appropriate to the situation and to the selfserve nature of the retail environment, to effect customer purchases
- KU13. provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and nonoverbearing manner to effect customer purchases
- KU14. provide accurate information on store promotions on offer at the time of purchase to effect customer purchases
- KU15. make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies
- KU16. suit your mannerisms to extend a personalized purchase experience to the customer
- KU17. how to maintain brief, tothepoint, accurate and polite responses to customer queries
- KU18. how to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer
- KU19. how to guide the customer with the right information and advice, when solicited
- KU20. how to ensure customer comfort, and avoid customer discomfort, within store premises
- KU21. how to maintain and ensure a conducive and congenial atmosphere for customers to navigate, browse through and purchase products and supplies
- KU22. how to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia
- KU23. how to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sellby date or have perished or rendered inedible or nonconsumable

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KU24. what suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision

KU25. what suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.
- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.

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GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Establish customer needs</i> | 20 | 20 | - | - |
| PC1. stay alert to, and make unobtrusive observations about customer choices and movements within the store. | 5 | 5 | - | - |
| PC2. heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary. | 5 | 5 | - | - |
| PC3. help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed. | 5 | 5 | - | - |
| PC4. confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections. | 5 | 5 | - | - |
| <i>Satisfy customer needs</i> | 30 | 30 | - | - |
| PC5. extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice. | 5 | 5 | - | - |
| PC6. provide information on variants of product and supplies available in the store and enable customers to make informed purchase decisions. | 5 | 5 | - | - |
| PC7. enable customers to make choices appropriate with their product, supplies and brand preferences and complete their basket of purchases. | 5 | 5 | - | - |
| PC8. advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision. | 5 | 5 | - | - |
| PC9. maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas. | 5 | 5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC10. ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process. | 5 | 5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------|---|
| NOS Code | RAS/N0140 |
| NOS Name | To establish and satisfy customer needs |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0141: To monitor and manage store performance

Description

This OS describes the skills needed for you to monitor effectiveness of retail store performance.

Scope

The scope covers the following :

- Monitor and manage store performance

Elements and Performance Criteria

Monitor and manage store performance

To be competent, the user/individual on the job must be able to:

- PC1. monitor retail operations against targets.
- PC2. check that the quality of the products and customer service are maintained.
- PC3. adapt allocation of work activities to meet changing priorities and targets.
- PC4. report factors influencing effectiveness which are outside your own area of responsibility to the relevant people.
- PC5. make recommendations to improve retail operations to relevant people

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. different ways of communicating effectively with members of a store team.
- KU2. how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Timebound).
- KU3. how to plan the achievement of store team objectives and the importance of involving team members in this process
- KU4. the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives
- KU5. the importance of encouraging others to take the lead and ways in which this can be achieved
- KU6. the benefits of and how to encourage and recognize creativity and innovation within a team

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.

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- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values
- GS6. carry out verbal instructions from other team members and supervisors
- GS7. read and interpret simple workplace documents
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Monitor and manage store performance</i> | 50 | 50 | - | - |
| PC1. monitor retail operations against targets. | 10 | 10 | - | - |
| PC2. check that the quality of the products and customer service are maintained. | 10 | 10 | - | - |
| PC3. adapt allocation of work activities to meet changing priorities and targets. | 10 | 10 | - | - |
| PC4. report factors influencing effectiveness which are outside your own area of responsibility to the relevant people. | 10 | 10 | - | - |
| PC5. make recommendations to improve retail operations to relevant people | 10 | 10 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------|---|
| NOS Code | RAS/N0141 |
| NOS Name | To monitor and manage store performance |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0142: To provide leadership for your team

Description

This OS describes providing direction to the members of the team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

Scope

The scope covers the following :

- Demonstrate leadership skills

Elements and Performance Criteria

Demonstrate leadership skills

To be competent, the user/individual on the job must be able to:

- PC1. set out and positively communicate the purpose and objectives of the store business to all store team members
- PC2. involve key store team members in planning how the team will achieve store business objectives
- PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead
- PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business objectives
- PC5. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved
- PC6. win, through your performance, the trust and support of the team for your leadership
- PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team
- PC8. give team members support and advice when they need it especially if
- PC9. and during periods when the store business is below set goals
- PC10. motivate team members to present their own ideas and listen to what they say
- PC11. monitor activities and progress across the store team without interfering.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. different ways of communicating effectively with members of a store team.
- KU2. how to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Timebound).
- KU3. how to plan the achievement of store team objectives and the importance of involving team members in this process.

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- KU4. the importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives
- KU5. that different styles of leadership exist.
- KU6. how to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements.
- KU7. types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.
- KU8. the importance of encouraging others to take the lead and ways in which this can be achieved.
- KU9. the benefits of and how to encourage and recognize creativity and innovation within a team.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.
- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches

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- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Demonstrate leadership skills</i> | 50 | 50 | - | - |
| PC1. set out and positively communicate the purpose and objectives of the store business to all store team members | 5 | 5 | - | - |
| PC2. involve key store team members in planning how the team will achieve store business objectives | 5 | 5 | - | - |
| PC3. encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead | 2.5 | 2.5 | - | - |
| PC4. ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business objectives | 5 | 5 | - | - |
| PC5. encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved | 5 | 5 | - | - |
| PC6. win, through your performance, the trust and support of the team for your leadership | 5 | 5 | - | - |
| PC7. steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team | 5 | 5 | - | - |
| PC8. give team members support and advice when they need it especially if | 5 | 5 | - | - |
| PC9. and during periods when the store business is below set goals | 2.5 | 2.5 | - | - |
| PC10. motivate team members to present their own ideas and listen to what they say | 5 | 5 | - | - |
| PC11. monitor activities and progress across the store team without interfering. | 5 | 5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------|--------------|-----------------|---------------|------------|
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|-------------------------------------|
| NOS Code | RAS/N0142 |
| NOS Name | To provide leadership for your team |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0143: To build and manage store team

Description

This OS describes building a store team and managing it through its various stages of growth.

Scope

The scope covers the following :

- Build and manage store team

Elements and Performance Criteria

Build and manage store team

To be competent, the user/individual on the job must be able to:

- PC1. clearly articulate the purpose of the store business and the team what it has to achieve, and why a team rather than an individual approach is required
- PC2. identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose
- PC3. identify store team members expertise, knowledge, skills and attitudes and agree their particular roles within the team
- PC4. use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team
- PC5. agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress
- PC6. help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other
- PC7. provide opportunities for team members to get to know each others strengths and weaknesses and build mutual respect and trust
- PC8. allow time for the team to develop through its stages of growth
- PC9. help the team seize opportunities presented by changes in the team composition and support the introduction of new team members
- PC10. encourage team members to share problems with each other and solve these creatively together
- PC11. encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole
- PC12. review the performance of the team at appropriate points and evaluate how well its purpose is being achieved
- PC13. celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the teams energy on achieving its purpose
- PC14. disband the team if and when its purpose has been achieved and it is no longer required for other purposes

Qualification Pack

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. the principles of effective communication and how to apply them.
- KU2. how to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.
- KU3. the importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so.
- KU4. the importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.
- KU5. how to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.
- KU6. the importance of providing opportunities for team members to get to know each others strengths and weaknesses and build mutual respect and trust.
- KU7. how to encourage team members to get to know each others strengths and weaknesses and build mutual respect and trust.
- KU8. the importance of encouraging open communication between team members, and how to do so.
- KU9. how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.
- KU10. the importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so.
- KU11. the importance of celebrating team and individual successes together and commiserating together when things go wrong.
- KU12. ways of refocusing the teams energy on achieving its purpose.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.
- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.

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- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Build and manage store team</i> | 50 | 50 | - | - |
| PC1. clearly articulate the purpose of the store business and the team what it has to achieve, and why a team rather than an individual approach is required | 5 | 5 | - | - |
| PC2. identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose | 2.5 | 2.5 | - | - |
| PC3. identify store team members expertise, knowledge, skills and attitudes and agree their particular roles within the team | 5 | 5 | - | - |
| PC4. use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team | 2.5 | 2.5 | - | - |
| PC5. agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress | 5 | 5 | - | - |
| PC6. help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other | 5 | 5 | - | - |
| PC7. provide opportunities for team members to get to know each others strengths and weaknesses and build mutual respect and trust | 5 | 5 | - | - |
| PC8. allow time for the team to develop through its stages of growth | 2.5 | 2.5 | - | - |
| PC9. help the team seize opportunities presented by changes in the team composition and support the introduction of new team members | 2.5 | 2.5 | - | - |
| PC10. encourage team members to share problems with each other and solve these creatively together | 2.5 | 2.5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC11. encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole | 5 | 5 | - | - |
| PC12. review the performance of the team at appropriate points and evaluate how well its purpose is being achieved | 2.5 | 2.5 | - | - |
| PC13. celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the teams energy on achieving its purpose | 2.5 | 2.5 | - | - |
| PC14. disband the team if and when its purpose has been achieved and it is no longer required for other purposes | 2.5 | 2.5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--------------------------------|
| NOS Code | RAS/N0143 |
| NOS Name | To build and manage store team |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0144: To develop individual retail service opportunities

Description

This OS describes personal shoppers and is about developing client database.

Scope

The scope covers the following :

- Plans for finding new retail clients
- Market your service to potential retail clients

Elements and Performance Criteria

Plans for finding new retail clients

To be competent, the user/individual on the job must be able to:

- PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets.
- PC2. suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy.
- PC3. follow company policies and procedures for building the client base.
- PC4. review your progress against your plans at suitable intervals.
- PC5. recognize whether you are achieving the results you need and adjusting your plans when necessary.
- PC6. give your manager clear and accurate reports of your progress at the agreed times.

Market your service to potential retail clients

To be competent, the user/individual on the job must be able to:

- PC7. spot suitable opportunities to approach potential clients.
- PC8. approach potential clients in a way that projects your company's image effectively and is likely to help create a business relationship.
- PC9. quickly create a rapport with potential clients.
- PC10. talk to potential clients in a persuasive way about your services.
- PC11. compare your service with competitors' services in ways that make clear the advantages of your service while being honest and fair.
- PC12. exchange relevant information with potential clients when appropriate.
- PC13. record client information promptly, accurately and in a way that allows you to use the information effectively.
- PC14. store and use client information in line with data protection laws and company policy.
- PC15. when it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help.

Knowledge and Understanding (KU)

Qualification Pack

The individual on the job needs to know and understand:

- KU1. your sales targets and when you should achieve them by
- KU2. client profiles relevant to the brands and services you are personally responsible for selling
- KU3. the number and types of clients you are likely to need in order to meet your sales targets
- KU4. company policies and procedures for developing business relationships with clients
- KU5. how best to balance your time between finding new clients and selling to existing clients
- KU6. how often to review your progress in finding new clients
- KU7. how to measure your progress in ways that help you decide if you need to change your approach
- KU8. when and how you should report your progress to your manager
- KU9. the type of business relationships you need to create with potential clients
- KU10. the image your company wants to promote to customers
- KU11. the difference between features and benefits
- KU12. the features and benefits of the service you provide
- KU13. how to talk to potential clients in a persuasive way about your service
- KU14. how to find out about competitors services
- KU15. how to compare competitors services with yours, so that potential clients can understand how using your service would benefit them
- KU16. how to identify suitable opportunities for approaching potential clients
- KU17. how to approach potential clients in a way that creates a positive impression of you and your company and is likely to help create a business relationship
- KU18. how to create a rapport quickly with prospective clients
- KU19. the information you need to exchange with potential clients
- KU20. why you need to keep any promises you make to potential clients, for example sending them information they have asked for
- KU21. how to record information about potential clients so that you can use it effectively
- KU22. why client confidentiality is important to the business relationship
- KU23. relevant aspects of the data protection laws and company policy to do with client confidentiality

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.

Qualification Pack

- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Plans for finding new retail clients</i> | 20 | 20 | - | - |
| PC1. Identify the types of client who would benefit from your service and whose custom would help you achieve your sales targets. | 2.5 | 2.5 | - | - |
| PC2. suggest ideas for building the client base that are suitable for the client profiles and achievable bearing in mind the budget and time available and company image and policy. | 5 | 5 | - | - |
| PC3. follow company policies and procedures for building the client base. | 2.5 | 2.5 | - | - |
| PC4. review your progress against your plans at suitable intervals. | 2.5 | 2.5 | - | - |
| PC5. recognize whether you are achieving the results you need and adjusting your plans when necessary. | 5 | 5 | - | - |
| PC6. give your manager clear and accurate reports of your progress at the agreed times. | 2.5 | 2.5 | - | - |
| <i>Market your service to potential retail clients</i> | 30 | 30 | - | - |
| PC7. spot suitable opportunities to approach potential clients. | 5 | 5 | - | - |
| PC8. approach potential clients in a way that projects your companys image effectively and is likely to help create a business relationship. | 5 | 5 | - | - |
| PC9. quickly create a rapport with potential clients. | 2.5 | 2.5 | - | - |
| PC10. talk to potential clients in a persuasive way about your services. | 5 | 5 | - | - |
| PC11. compare your service with competitors services in ways that make clear the advantages of your service while being honest and fair. | 2.5 | 2.5 | - | - |
| PC12. exchange relevant information with potential clients when appropriate. | 2.5 | 2.5 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC13. record client information promptly, accurately and in a way that allows you to use the information effectively. | 2.5 | 2.5 | - | - |
| PC14. store and use client information in line with data protection laws and company policy. | 2.5 | 2.5 | - | - |
| PC15. when it is not possible to keep promises to potential clients, tell them promptly and offer any other suitable information or help. | 2.5 | 2.5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | RAS/N0144 |
| NOS Name | To develop individual retail service opportunities |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0145: To communicate effectively with stakeholders

Description

This OS describes Performance, Knowledge / Understanding and Skills / Abilities specifications for effective communication and working with stakeholders.

Scope

The scope covers the following :

- Handle business communication mediums effectively
- Communicate effectively with stakeholders & customers
- Develop and sustain effective working relationships with stakeholders

Elements and Performance Criteria

Handle business communication mediums effectively

To be competent, the user/individual on the job must be able to:

- PC1. pass on written information only to those people authorised to receive it and within agreed timescales.
- PC2. keep the information in written documents as required by your organization.
- PC3. maintain the communication mediums in line your instructions and organisation's procedures.
- PC4. make sure the communication equipment you use is working properly, take corrective action as required.
- PC5. acknowledge incoming communication promptly and clearly, using appropriate terminology.
- PC6. pass on information to persons who require it within agreed timescales.
- PC7. check to ensure that the information you give is understood by the receivers.
- PC8. take prompt and effective action when there is difficulty in transmission or reception of information.

Communicate effectively with stakeholders & customers

To be competent, the user/individual on the job must be able to:

- PC9. accurately interpret and act upon instructions that you receive.
- PC10. make sure you get clarifications when you need to.
- PC11. consult with and help your team members to maximise efficiency in carrying out tasks.
- PC12. give instructions to others clearly, at a pace and in a manner that helps them to understand.
- PC13. listen actively and identify the most important things that customers are saying
- PC14. identify the most important things that customers are telling you.
- PC15. summarize information for customers.
- PC16. use appropriate body language when communicating with customers.
- PC17. read your customers body language to help you understand their feelings and wishes.
- PC18. deal with customers in a respectful, helpful and professional way at all times.

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PC19. help to give good customer service by passing messages to colleagues.

Develop and sustaineffective workingrelationships withstakeholders

To be competent, the user/individual on the job must be able to:

PC20. understand the roles and responsibilities of the different people you will be working with.

PC21. agree and record arrangements for joint working that are appropriate and effective.

PC22. agree to the information sharing timing, reasons and confidentiality.

PC23. discuss on how and when the joint work will be monitored and reviewed.

PC24. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards.

PC25. represent your agency's views and policies in a clear and constructive way.

PC26. identify any tensions and issues in the joint working and seek to address themwith the people involved.

PC27. seek appropriate support when you are having difficulty working effectively with staff in other agencies.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. how to make sure information is correct and current.

KU2. the different documents / report formats that you are required to keep.

KU3. organizations procedures and policies for preparing and passing on written information.

KU4. the limits of your authority and responsibility for passing on information.

KU5. the regulations or policies that you should follow for using communicationssystems, including for private use.

KU6. the terminology that you should use in communication mediums (phonetic alphabet, the 24 hour clock, call signs, etc.).

KU7. who to ask if you need to clarify something, or ask questions about your work.

KU8. how to talk and work with others to work efficiently, without adversely affecting your own work; the difference between hearing and listening.

KU9. how to use and read body language effectively.

KU10. how to use questions to check that you understand what customers are telling you.

KU11. how to summarize and speak clearly.

KU12. the relevant legislation, organizational policies and procedures that apply to joint working.

KU13. the roles and functions of your stakeholders and their broad structures, methods of communication and decision making processes.

KU14. the principles and benefits of joint working between different stakeholders.

KU15. the factors likely to hinder joint working.

KU16. how to make sure your communication equipment is working properly and what to do if it isn't.

KU17. what to do if there are problems in using communications equipment, and the location of alternatives that you could use.

Qualification Pack

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values.
- GS6. carry out verbal instructions from other team members and supervisors.
- GS7. read and interpret simple workplace documents.
- GS8. complete simple written workplace forms and share work-related information with other team members
- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Handle business communication mediums effectively</i> | 16 | 16 | - | - |
| PC1. pass on written information only to those people authorised to receive it and within agreed timescales. | 2 | 2 | - | - |
| PC2. keep the information in written documents as required by your organization. | 2 | 2 | - | - |
| PC3. maintain the communication mediums in line your instructions and organisation's procedures. | 2 | 2 | - | - |
| PC4. make sure the communication equipment you use is working properly, take corrective action as required. | 2 | 2 | - | - |
| PC5. acknowledge incoming communication promptly and clearly, using appropriate terminology. | 2 | 2 | - | - |
| PC6. pass on information to persons who require it within agreed timescales. | 2 | 2 | - | - |
| PC7. check to ensure that the information you give is understood by the receivers. | 2 | 2 | - | - |
| PC8. take prompt and effective action when there is difficulty in transmission or reception of information. | 2 | 2 | - | - |
| <i>Communicate effectively with stakeholders & customers</i> | 20 | 20 | - | - |
| PC9. accurately interpret and act upon instructions that you receive. | 2 | 2 | - | - |
| PC10. make sure you get clarifications when you need to. | 2 | 2 | - | - |
| PC11. consult with and help your team members to maximise efficiency in carrying out tasks. | 2 | 2 | - | - |
| PC12. give instructions to others clearly, at a pace and in a manner that helps them to understand. | 2 | 2 | - | - |
| PC13. listen actively and identify the most important things that customers are saying | 2 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC14. identify the most important things that customers are telling you. | 2 | 2 | - | - |
| PC15. summarize information for customers. | 2 | 2 | - | - |
| PC16. use appropriate body language when communicating with customers. | 2 | 2 | - | - |
| PC17. read your customers body language to help you understand their feelings and wishes. | 2 | 2 | - | - |
| PC18. deal with customers in a respectful, helpful and professional way at all times. | 1 | 1 | - | - |
| PC19. help to give good customer service by passing messages to colleagues. | 1 | 1 | - | - |
| <i>Develop and sustain effective working relationships with stakeholders</i> | 14 | 14 | - | - |
| PC20. understand the roles and responsibilities of the different people you will be working with. | 2 | 2 | - | - |
| PC21. agree and record arrangements for joint working that are appropriate and effective. | 1 | 1 | - | - |
| PC22. agree to the information sharing timing, reasons and confidentiality. | 2 | 2 | - | - |
| PC23. discuss on how and when the joint work will be monitored and reviewed. | 2 | 2 | - | - |
| PC24. undertake your role in the joint working in a way that is consistent with agreements made, your own job role and relevant policies and standards. | 2 | 2 | - | - |
| PC25. represent your agency's views and policies in a clear and constructive way. | 2 | 2 | - | - |
| PC26. identify any tensions and issues in the joint working and seek to address them with the people involved. | 1 | 1 | - | - |
| PC27. seek appropriate support when you are having difficulty working effectively with staff in other agencies. | 2 | 2 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------|--|
| NOS Code | RAS/N0145 |
| NOS Name | To communicate effectively with stakeholders |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 4 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Qualification Pack

RAS/N0151: To manage a budget

Description

This NOS covers standards for the managing of a budget.

Scope

The scope covers the following :

- Manage a budget

Elements and Performance Criteria

Manage a budget

To be competent, the user/individual on the job must be able to:

- PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.
- PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.
- PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.
- PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work.
- PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.
- PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.
- PC7. provide ongoing information on performance against the budget to relevant people in your organisation.
- PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.
- PC9. gather information from implementation of the budget to assist in the preparation of future budgets.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1. the purposes of budgetary systems.
- KU2. the importance of spending time on and consulting with others in preparing a budget.
- KU3. the importance of agreeing revisions to the budget and communicating the changes.

Qualification Pack

- KU4. the importance of providing regular information on performance against the budget to other people.
- KU5. types of fraudulent activities.
- KU6. the importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.
- KU7. factors, processes and trends those are likely to affect the setting of budgets in your industry/sector.
- KU8. the area or activity that the budget is for.
- KU9. the vision, objectives and operational plans for your area of responsibility.
- KU10. the budgeting period(s) used in your organisation.
- KU11. organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
- KU12. the limits of your authority.
- KU13. who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.
- KU14. what to do and who to contact if you suspect fraud has been committed.
- KU15. where to get and how to evaluate the available information in order to be able to prepare a realistic budget.
- KU16. how to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.
- KU17. how to use a budget to actively monitor and control performance for a defined area or activity of work.
- KU18. the main causes of variances and how to identify them.
- KU19. what different types of corrective action which could be taken to address identified variances.
- KU20. how unforeseen developments can affect a budget and how to deal with them.
- KU21. how to identify types of fraudulent activities.
- KU22. the agreed budget, how it can be used and how much it can be changed without approval.

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1. complete documentation accurately.
- GS2. write simple reports when required.
- GS3. read information accurately.
- GS4. read and interpret data sheets.
- GS5. use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values
- GS6. carry out verbal instructions from other team members and supervisors
- GS7. read and interpret simple workplace documents
- GS8. complete simple written workplace forms and share work-related information with other team members

Qualification Pack

- GS9. make appropriate decisions regarding the responsibilities of the job role.
- GS10. select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures.
- GS11. follow store policies regarding work availability, rosters and work duties.
- GS12. work within the store culture by practicing inclusive behaviour.
- GS13. manage personal presentation, hygiene and time.
- GS14. prioritise and complete delegated tasks under instruction
- GS15. work collaboratively with team members, supporting the team, respecting and understanding others views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
- GS16. adapt to new situations, including changing workplace procedures.
- GS17. demonstrate sensitivity to customer needs and concerns.
- GS18. anticipate problems and act to avoid them where possible.
- GS19. respond to breakdowns and malfunction of equipment.
- GS20. respond to unsafe and hazardous working conditions.
- GS21. respond to security breaches
- GS22. recognize and report faulty equipment and follow store workplace health and safety procedures
- GS23. solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures.
- GS24. identify personal strengths and weaknesses in the context of the job role and recognize how to personally learn best.
- GS25. accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures.

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Manage a budget</i> | 50 | 50 | - | - |
| PC1. evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work. | 7.5 | 7.5 | - | - |
| PC2. submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process. | 5 | 5 | - | - |
| PC3. discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget. | 5 | 5 | - | - |
| PC4. use the agreed budget to actively monitor and control performance for the respective area or activity of work. | 5 | 5 | - | - |
| PC5. identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required. | 7.5 | 7.5 | - | - |
| PC6. propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation. | 5 | 5 | - | - |
| PC7. provide ongoing information on performance against the budget to relevant people in your organisation. | 5 | 5 | - | - |
| PC8. advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities. | 5 | 5 | - | - |
| PC9. gather information from implementation of the budget to assist in the preparation of future budgets. | 5 | 5 | - | - |
| NOS Total | 50 | 50 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|---------------------|--------------------|
| NOS Code | RAS/N0151 |
| NOS Name | To manage a budget |
| Sector | Retail |
| Sub-Sector | Retail Operations |
| Occupation | Store Operations |
| NSQF Level | 5 |
| Credits | TBD |
| Version | 2.0 |
| Last Reviewed Date | 25/11/2021 |
| Next Review Date | 25/11/2024 |
| NSQC Clearance Date | 25/11/2021 |

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.
2. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS.
3. SSC will lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
4. The assessments will be conducted as per the assessment blueprint and centralised question bank of the SSC released from time to time
5. The assessment for the theory will be conducted online on a digital assessment platform with comprehensive auditable trails
6. This Practical assessment will be administered through Viva Voce / Demonstrations / Role Plays/ Professional Discussions in a simulated environment or
through simulation in Online mode on a Digital assessment platform
7. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.

Qualification Pack

8. To pass the Qualification Pack assessment, every trainee should score a minimum aggregate passing percentage at QP Level

9. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|---|--------------|-----------------|---------------|------------|-------------|-----------|
| RAS/N0122.To help maintain health and safety | 50 | 50 | - | - | 100 | 6 |
| RAS/N0131.To allocate and check work in your team | 50 | 50 | - | - | 100 | 8 |
| RAS/N0137.To work effectively in a retail team | 50 | 50 | - | - | 100 | 8 |
| RAS/N0138.To work effectively in an organisation | 50 | 50 | - | - | 100 | 6 |
| RAS/N0139.To plan visual merchandising | 50 | 50 | - | - | 100 | 8 |
| RAS/N0140.To establish and satisfy customer needs | 50 | 50 | - | - | 100 | 8 |
| RAS/N0141.To monitor and manage store performance | 50 | 50 | - | - | 100 | 8 |
| RAS/N0142.To provide leadership for your team | 50 | 50 | - | - | 100 | 8 |

Qualification Pack

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| RAS/N0143.To build and manage store team | 50 | 50 | - | - | 100 | 10 |
| RAS/N0144.To develop individual retail service opportunities | 50 | 50 | - | - | 100 | 10 |
| RAS/N0145.To communicate effectively with stakeholders | 50 | 50 | - | - | 100 | 10 |
| RAS/N0151.To manage a budget | 50 | 50 | - | - | 100 | 10 |
| Total | 600 | 600 | - | - | 1200 | 100 |

Qualification Pack

Acronyms

| | |
|------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |

Qualification Pack

Glossary

| | |
|--|--|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| Occupation | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| Job role | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation. |
| Occupational Standards (OS) | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| Performance Criteria (PC) | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| National Occupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code. |
| Unit Code | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N' |
| Unit Title | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| Description | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| Scope | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |

Qualification Pack

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|---|--|
| Knowledge and Understanding (KU) | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard. |
| Organisational Context | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| Technical Knowledge | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| Core Skills/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |